



**Five Rivers[®]
Education**

Park House School

Transformational education

About us



Five Rivers Child Care

- **Education:** Five Rivers Child Care schools provide a therapeutic educational framework that promotes emotional growth alongside academic success and so encourages holistic child development. Our education provision is fully integrated with our other services.
- **Clinical Services:** We formulate our individually tailored education plans with input from our team of clinicians. They support the children as they experience therapeutic intervention and prepare them for any transitions in their care or treatment.
- **Crisis Intervention:** Children undergoing a crisis must have educational support creating a familiar, stable base while achieving success step by step to rebuild self-esteem.
- **Fostering:** Children in care of our fostering service can receive tailored one to one educational support through our outreach service 1 ACE.
- **Residential:** Children in residential care have access to onsite registered schools or receive tailored one to one support through our outreach service 1 ACE.

“Five Rivers Child Care is one of the UK’s most experienced providers in turning around the lives of vulnerable children.”



Ofsted

Park House School was rated ‘Good’ by Ofsted in its most recent inspection. One of the key findings in the report states “Park House School is transformational for the pupils who attend it. This is a view shared by parents and carers and pupils. Pupils thrive because of the level of care they receive. There are strong relationships between pupils and staff. Pupils feel safe enough to reflect on the negative experiences of education and society that they have had prior to attending this school. They value the difference that the approach used by staff makes to them. Pupils have confidence and trust in the staff. They have aspirations for the future that they did not have before.”



The Attachment and Trauma Sensitive Schools Award (ATSSA)

The Attachment and Trauma-Sensitive Award validates schools that demonstrate a culture of compassion and nurture, fundamental components for getting children into a state of ‘learning readiness’. The Award is issued only to providers who can demonstrate they have met its rigorous quality standards. We are delighted to have had the Gold Award renewed.

“Park House School is a trauma-informed and trauma-responsive organisation, which prioritises humanising systems, making them healthier, more relational and interpersonal, more integrated, more reflective, and more interconnected by ensuring that trauma-informed knowledge, language, values, principles, assumptions and processes are embedded deep into the culture of the organisation; and are owned and shaped by everyone who is a part, regardless of role.” - Dr Jennifer A Nock, ATSSA



We have also been awarded Thrive Ambassador status.

The school day

General information

For some children who have had limited success in formal education or struggled in specialist settings, Five Rivers Child Care Park House School offers a proven alternative. We have specialist teachers and teaching assistants who deliver individualised learning packages.

Our holistic approach boosts confidence, self-esteem and helps young people to develop the skills to be a successful learner. Five Rivers Child Care Park House School works with young people and their families to identify any individual barriers to education and learning. We offer bespoke supportive packages to address these needs and as a result, offer programmes with every opportunity for success. Academic assessment helps us target work to fill in gaps so that young people can make successful transitions back to school, college placements or apprenticeships.

The young people work in community settings with two or more staff depending on the needs identified. Their educational programme varies according to the aims of the work discussed with the commissioning caseworker. Bespoke packages are put together utilising Five Rivers Child Care's trained staff and approved specialist providers.

Each child will have access to: academic subjects (English, Maths, Science, ICT, Humanities, PSHE/RSE, ICT, PE); vocational skills and learning practical activities (such as horticulture, mechanics, art and music); and direct therapeutic input, for example equine therapy, coupled with indirect therapeutic input into their programme from the assessment and learning team within Five Rivers Child Care.

Young people can accredit their achievements through a number of suitable nationally recognised outcomes, e.g. GCSEs, Functional Skills qualifications, AQA unit awards scheme, ASDAN awards and entry level examinations.

The school is registered for up to 26 places. These pupils will receive an education programme appropriately designed for them and could be 1:1, 2:1 or a small group setting as appropriate to the needs of the young person.

Our work has a focus on the 'next steps' for the pupils and making gradual transitions to local authority settings, further education colleges, apprenticeships or the world of work.

Additional needs

All information made available prior to any meeting concerning the pupils, where parents/carers are invited to attend or where information concerning the education and welfare of the pupil,

including those pupils with an Educational Health Care Plan, can be provided in alternative languages where required or upon request from the parent.

Although this document is correct at the time of printing, minor changes may occur from time to time and full evaluation of the document will be undertaken annually.

Our aim is to identify and/or respond to special needs previously identified as soon as the pupil enters Park House School and to provide specialist support where it is needed.

This will be indicated on their Personal Education Plan (PEP) for looked after children. The social worker or the placing authority should provide this document for the young person. In addition, the teacher will undertake an Individual Education Plan (IEP) for every child and set appropriate targets in the absence of any educational background. Consequently, all pupils will be able to work to an individually created curriculum tailored to the pupil's own ability level and needs.

The revised Code of Practice for Special Needs will be the basis of our own Special Needs provision to support meeting of gaps in learning, so that young people can work towards achieving age related expectations.

Enrichment

School trips are planned to specific venues to raise awareness of diversity and celebrate the differences within the wider local community. Visits include places of worship, an adventure centre, urban art and museums and workplaces. The Duke of Edinburgh Award supports volunteering, gaining skills and expeditions which enrich the education and daily lives of the pupils.

On a weekly basis, all pupils have an opportunity attend an afternoon of sports activities, working and playing alongside people with disabilities from the community. This helps pupils to develop empathy and understanding of others, develops positive relationships across the community and helps promote British values.

We support pupils to develop an interest in a variety of activities which we can then encourage by offering access to local clubs, as appropriate to their interests. Spiritual, moral, social and cultural values are embedded throughout the curriculum with visits and projects to highlight different cultures from around the world and promote our agenda of increasing equality and diversity in the school and workplace.

Our curriculum

Our individualised curriculum which is based on an Ammonite model with the child at the centre of it allows for individual learning styles and abilities. The curriculum is covered in such a way to encourage engagement with learning and make the curriculum more accessible for pupils who are disengaged with or demotivated by school. The timetable is personalised to meet the pupils' individual needs and interests as well as providing a broad curriculum.

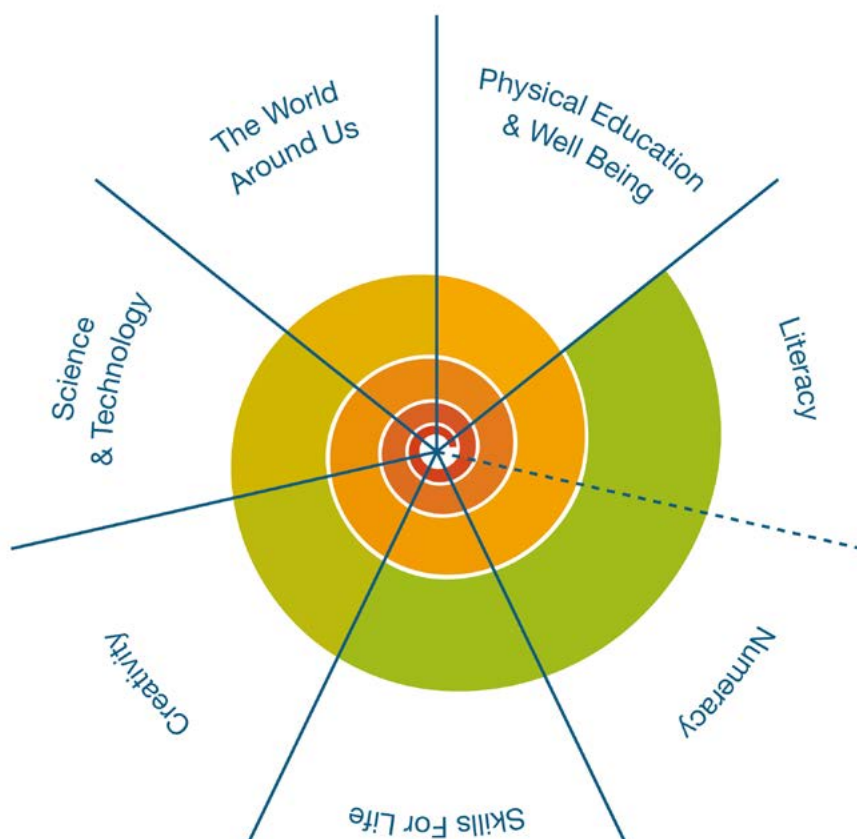
Cool Points are awarded for progress towards and achieving identified learning, social and emotional targets each day. Cool Points are recorded in a way that suits the needs of the young person. They may be held in their work file, on a chart in their workspace or any other manner that encourages them to achieve. Points can be accumulated and cashed in for agreed rewards.

We also offer careers advice for pupils and help with finding the 'next steps' on their journey. Our 'in-house' careers lead offers careers advice and guidance, which informs planning of both timetables and curriculum.

Over the academic year, subjects that may be covered include; English, Mathematics, Science, History, Geography, Art, Design and Technology, Physical Education (PE), Modern Foreign Languages (MFL), Music, Horticulture, Environmental Studies, Information and Communication Technology (ICT), Religious Education, Personal, Social, vocational skills, Health and Economic (PSHE) and focused Spiritual, Moral, Social and Cultural development (SMSC). PE is covered with lessons taking place regularly throughout the week can include trampolining, boxing skills and Swimming.

The ammonite diagram represents the education curriculum for Five Rivers Child Care. Our children have been impacted by trauma and we place them at the very centre of the curriculum spiral.

We segment our curriculum into seven key sections and support each child to progress through each, building the skills and confidence for them to access life and learning beyond their time in our schools or 1 ACE alternative education outreach provision.



▼ Example timetable for core education days

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	0 mins	Intro/Check in	Intro/Check in	Intro/Check in	Intro/Check in	Intro/Check in
2	50 mins	Phonic games, spelling test & new spellings	Phonic games, spelling test & new spellings	Phonic games, spelling test & new spellings	Phonic games, spelling test & new spellings	Phonic games, spelling test & new spellings
Break (supervised by staff)						
3	50 mins	Reading for understanding (comprehension), writing	Reading for understanding (comprehension), writing	Reading for understanding (comprehension), writing	Reading for understanding (comprehension), writing	Reading for understanding (comprehension), writing
4	60 mins	Maths/number skills/counting, maths games (mini breaks as required)	Maths/number skills/counting, maths games (mini breaks as required)	Maths/number skills/counting, maths games (mini breaks as required)	Maths/number skills/counting, maths games (mini breaks as required)	Maths/number skills/counting, maths games (mini breaks as required)
Lunch (supervised by staff)						
5	45 mins	PSHE	PSHE	Science	PE	Independent reading
6	45 mins	Food Technology	ICT project	History project	PE	Reward (if earned)
7	15 mins	Celebration: praise and positive feedback of the day, caught being good				Certificates

▼ A personalised timetable for bespoke package

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	9.15am start	10.00am start	10.00am start	10.00am start	10.00 start
2	AEC - Vocational Education	Core Education Functional skills: Maths and English, PSHE, PE	Equus	Core Education Functional skills Maths and English, PSHE	Core Education Functional skills: Maths and English, PSHE, PE
3			Core Education Enrichment		
4	2.15pm finish	3pm finish	3pm finish	3pm finish	3.00 pm finish

1 ACE

Imagine a school without walls. Imagine a future where there is a place for your true abilities and talents to shine through. This is 1 ACE.

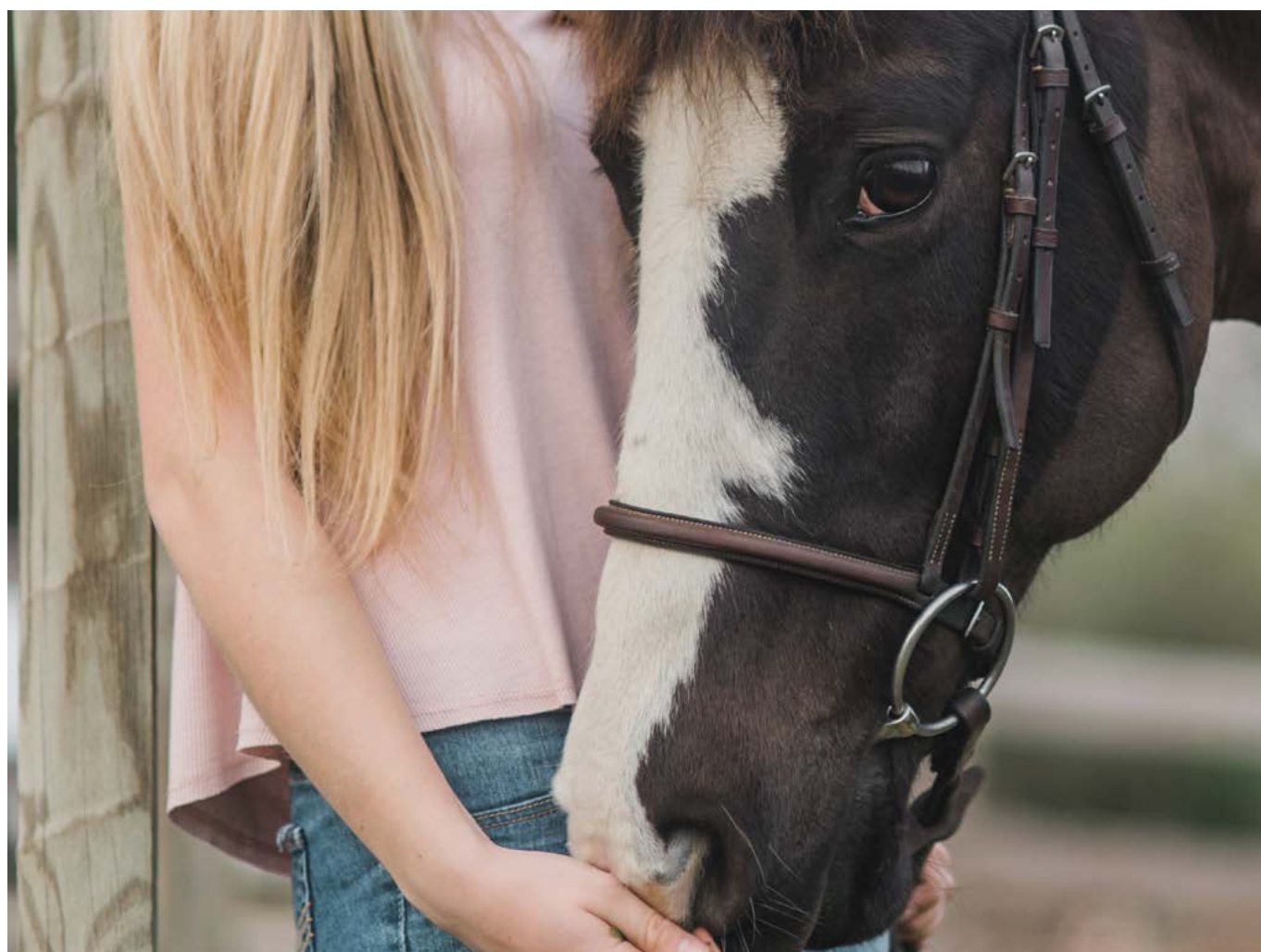
For children who have had limited success in formal education, or who have struggled in specialist settings, Five Rivers Child Care's outreach services and the 1 ACE programme at Park House School offer a proven alternative.

We have specialist teachers and support workers who help to develop the whole child. Our holistic approach boosts confidence, self-esteem and helps young people to develop the skills to be a successful learner.

What is the next step? Will it be college, an apprenticeship or the world of work? With 1 ACE, young people start achieving their goals by building and recording their own personal portfolio of success through activities tailored to their interests, strengths and abilities.

- Vocational opportunities
- Outdoor learning
- Life skills and life coaching
- Sport and recreation
- Functional skills in English and Maths
- Tailored short courses and qualifications

“Five Rivers has helped me to be happier and grow in confidence.” **Year 12 student**



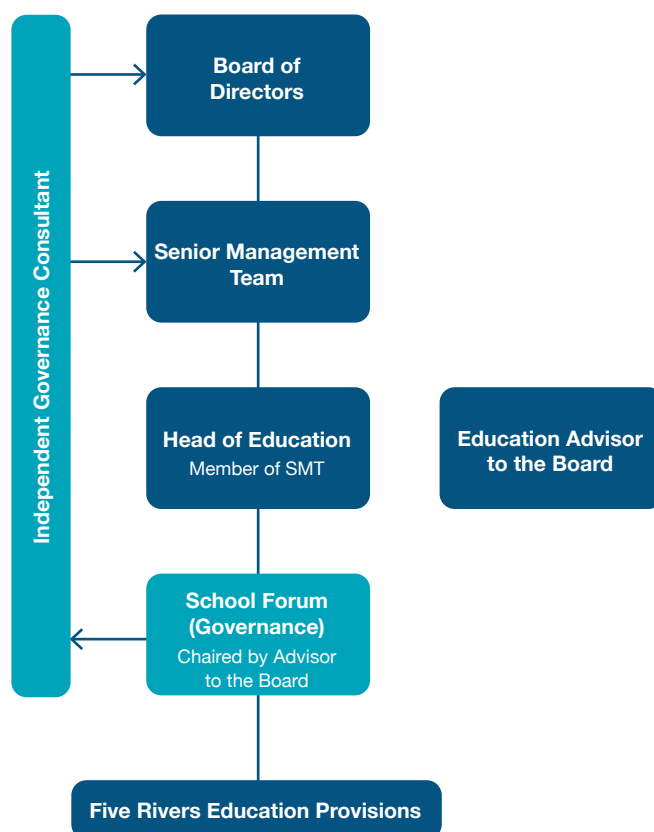
The school forum

On a termly basis, a school forum convenes at Five Rivers Child Care's Head Office in Salisbury. This meeting forms part of our governance arrangements and has a set agenda.

The school forum is made up of a number of people from within Five Rivers Child Care and independents, with some members being regular attendees, and others attending as and when necessary.

Members include:

- Education Senior Leaders
- Heads of education provisions
- Key members from other Five Rivers Child Care departments are also invited



A trip to Glastonbury Abbey as part of the SMSC programme



Clock made at forest school

Policies

Admissions

At Park House School we offer placements to young people aged from 8 to 19. Where required, English as an Additional Language (EAL) additional needs will be suitably met with support from LA translation services.

We offer several responsive and flexible academic and SEMH packages:

- Placement at Park House School
- 1 ACE community programme
- Transition (entry to college, mainstream, etc)
- Mentoring/nurture
- 1:1 tuition
- Employability supported programme
- Apprenticeships (as an aspiration)

Safeguarding procedure

Park House School implements strict safeguarding procedures and all staff are subject to rigorous background checks which are updated. All DBS certificates are seen and identification documents, proof of address etc. are held both at Park House School and at our central HR department.

An active policy of whistleblowing is encouraged amongst all staff. The full safeguarding policy is available upon request.

Behaviour

We have clearly defined expectations for behaviour at Park House School which include areas such as;

- Treating others and yourself with respect
- Being in education on time
- Trying your best to improve
- Respecting property

The full policies are available upon request.

The behaviour policies at Park House School are implemented by education staff in a consistent and fair manner. At the beginning of a placement, the expectations of student behaviour are explained clearly and thoroughly.

Exclusions

At Park House School we aim not to exclude any young person. By listening to the young person and recognising behaviour as communication, we use a therapeutically informed approach to behaviour. We will instigate interventions such as: adjusting the curriculum to support their needs, timetabling changes, delivery interventions, thrive based activities and a flexible approach to each individual programme. We allow young people the time and space they need to reflect and communicate their needs, thus implementing support strategies for them to manage behaviours.

Assessment

Pupils at Park House School will be regularly assessed, both formally and informally, to ensure that they are making progress academically, socially and emotionally.

Pupils will be assessed in several formats, at regular intervals and these include:

- Daily assessment through observation and group discussion
- Regular quizzes and academic challenges
- Independent learning tasks
- Regular review
- End of unit/term assessments in each subject

Assessment results will be reported in several ways:

- Marking of each pupil's work, and feedback so that they are aware of ways to improve
- Governance reports to our SMT/board
- Termly reports for social workers
- LAC reviews/PEPs/EHCP meetings are part of the overall Park House School process
- Weekly summaries of each pupil's progress in several areas

Complaints procedure

Park House School has a robust complaints procedure where any complaints made are taken with the utmost seriousness and investigated accordingly. Park House School and Five Rivers Child Care have a consistent complaints policy and procedure which is available upon request.

English as an additional language

Where required, English as an Additional Language (EAL) additional needs will be suitably met with support from LA translation services.

“Staff’s expectations of pupils are high. They are skilled in making these clear. Pupils strive to achieve them because staff encourage and build their resilience and sense of worth. ” **Ofsted**

Park House School
Taunton, Somerset
Further details are available on request

Headteacher: Sally Pitkin | sally.pitkin@five-rivers.org

Proprietorial Body: Five Rivers Child Care

Chair: Rachel Lambert

If you would like to discuss a placement within our Education service,
please contact our referrals team for more information: **0800 3898708** (Option 3)

If you would like to discuss a day pupil placement at Park House School for
a child or young person please contact the Headteacher on 01823 282 668.



Head Office: Five Rivers Child Care Limited
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